

English Enhancement Grant Scheme for Primary Schools
School-based Implementation Plan

School Name: Fuk Wing Street Government Primary School **(English)**

Application No.: B 103 **(for official use)**

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 14

2. No. of approved classes in 2010/2011 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in 2010/11 school year: (if different from the no. of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	4	4	4	5 (split class in English)	5 (split class in English)	5 (split class in English)	27

4. Programme(s)/ project(s) implemented or support service(s) received at present: (more rows can be added if needed)

Name of programme/ project / support service e.g. PLP - R/W	Grade level e.g. P.1-3	Focus(es) of programme/ project / support service e.g. reading and writing	External support (if any) e.g. NET Section
1.PLP-R/W	P.1	reading and writing	NET Section
2.PLP-R	P.2-3	reading	NET Section
3.QSIP	P.5-6	Unit planning	The Chinese University of Hong Kong

(B) SWOT analysis related to the learning and teaching of English¹:

Strengths	Opportunities
<ol style="list-style-type: none">1. School Development Officer from the Quality School Improvement Project (QSIP) by CUHK is providing strong and professional support in unit planning at Primary 5 and Primary 6 in the 1st and 2nd term respectively in this academic year.2. Teachers teaching at the target level (P.6 in the first term) gave positive feedback to the approach of teaching design and unit planning led by the school development officer in the QSIP. They found it effective in helping pupils construct their knowledge and develop language skills.3. Pupils were found to be more motivated to learn during the lessons of the target unit that was planned with a variety of teaching activities co-planned with the school development officer from the QSIP project.	<ol style="list-style-type: none">1. The English Enhancement Grant Scheme helps to develop a school-based English curriculum which can focus more effectively on the weaknesses of our pupils in order to strengthen the learning and teaching of English in our school.2. At upper primary levels, our school has joined the QSIP since this academic year and it will continue until July 2011. Based on the experience at Primary 6 in the first term, it is believed that more innovative ideas and teaching approaches can be brought into our school.3. At lower primary levels, Primary Literacy Programme Reading / Writing (PLP-R/W) has been adopted in our school since September 2010. It is believed that it can help build up a good reading and writing foundation skills of our lower primary pupils.
Weaknesses	Threats
<ol style="list-style-type: none">1. TSA result in reading & writing are generally unsatisfactory. Pupils are weak in these two areas because they lack vocabulary, reading skills and both “logical and creative” ideas for writing.2. Internal tests and examinations results are found unsatisfactory too because pupils lack revision skills and parental support in English language.3. Pupils cannot present their ideas and thoughts in English confidently and fluently because they do not have enough practice to express themselves in the language.	<ol style="list-style-type: none">1. New Primary schools will come into the neighbourhood from 2011 onwards.2. Great learning diversities among pupils and more SEN students have been identified in our school.3. As the QSIP cannot continue in the next academic year (2011-2012). This year is the first but also the last year that our school can develop the school-based English Curriculum with the help of expertise in the QSIP.

¹ Schools may refer to the School Development Plan, Quality Assurance Report, Comprehensive Review Report, External Review Report, Focus Inspection Report and internal assessment data, like TSA results when performing the SWOT analysis.

(C) Based on the SWOT analysis, what is / are the focus(es) of the school's proposed English enhancement measure(s) ²

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
Enrichment of the English Language curriculum in Key Stage 2	<ul style="list-style-type: none"> reading and writing 	<ul style="list-style-type: none"> To hire supply teachers to release core team members to develop and implement enhancement measures

(D) How to implement the proposed measure(s) funded by EEGS?

Proposed measure(s)	Grade level	Time scale (month / year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>To develop a school-based English Curriculum with a focus on developing students' reading and writing in upper primary levels (P.4-P.6).–</p> <ul style="list-style-type: none"> Persons in charge : 5 core 	P.4-6	9/2011-7 /2013	<ul style="list-style-type: none"> A School-based Reading and Writing skills Descriptors Table, which is modified from the English Language Curriculum Guide and Basic Competency 	The newly developed school-based reading and writing curriculum will be	<p><u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u></p> <p>Preparation Stage :</p> <ul style="list-style-type: none"> Core members should meet regularly at least once a week to work out the school-based unit plans. The plan must include

² The focus(es) of the English enhancement measures should be related to the school-based English Language curriculum and the school development plan.

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<p>members who are the 3 English Panel Chairs, a deputy head as well as a normal English teacher will be invited to take up the responsibility to develop the curriculum mentioned above. Part of the teaching duties of the 5 core members will be substituted by a temporary teacher.</p> <ul style="list-style-type: none"> ● A normal teacher will have about 29-30 lessons each week. The temporary teacher will then take up about 5-6 lessons of the core members. In other words, about 5-6 lessons will be released from each of the core members. ● Teachers teaching in the upper levels (P.4-6) will have to try out the teaching materials developed. ● A unit planning in task-based 			<p>Descriptors, for upper primary levels will be worked out for teacher's reference.</p> <p>Teachers who are core members and teach at P.4-6 will <u>each</u> be given a Skill Descriptors Table. They will be told to (1) refer to the reading and writing skills descriptors when they prepare reading / writing activities (or tasks) for the three target units in each term.</p> <p>During co-planning meetings of the core members at the Preparation Stage that will be further mentioned in "Methods of</p>	<p>implemented in each level in Key Stage 2 after the completion of the project.</p> <p>One core member as the level convener will be allocated to each upper primary level so that the developed materials can be reviewed and amended without going</p>	<p><u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u></p> <p>Items (a) – (c) mentioned in "Expected Outcomes" on the left. Core members must hand in the school-based unit plans of the selected units of the term at each level at least one week before the units are taught.</p> <ul style="list-style-type: none"> ● When the school-based unit plans are drafted, they should be presented to other teachers teaching the levels at the co-planning meetings so that constructive opinions and suggestions about the drafted plans can be collected for further modification before they are used for teaching.

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<p>learning approach with focus on reading and writing will be set up. Three units per level in each term will be developed. The teaching items will be re-arranged, if necessary, and other relevant teaching points will be included to enhance students' learning. There will be also peer lesson observation arranged for the try-out of the newly developed plans in the selected chapters.</p> <ul style="list-style-type: none"> After implementing the unit planning for the selected units, amendment and adjustment of the teaching strategies or the teaching materials will be made based on feedbacks from peer observation and students performance. Besides, internal sharing sessions for all English teachers will be carried out once 			<p>progress-monitoring and evaluation” on the right, teachers will have to present their teaching ideas about the reading / writing activities (or tasks) already designed. They also need to (2) point out what reading or writing skills have been focussed in the tasks or activities with reference to the Skills Descriptors Table.</p> <p>(3) With the help of the Skills Descriptors Table, the core members who are going to lead the other teachers teaching at the same level can be more familiar with the objectives of the reading / writing activities (or tasks) devised. Then they can be</p>	<p>out of focuses whenever it is necessary.</p> <p>The experience in developing the resources will benefit our English teachers in both knowledge and skills for a more comprehensive unit planning in other levels.</p>	<p>Implementation Stage :</p> <ul style="list-style-type: none"> Try-out lessons of the reading and writing tasks of the selected target units will be conducted and video-taped at least twice per unit. If there are problems found during the try-out lessons, instant modifications of the devised teaching materials will be made at once. The problems observed and the modifications made will be evaluated at Evaluation Stage to be mentioned later. Students' performance during the try-out lessons will be observed and their performance on the reading and writing tasks produced

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<p>per term.</p> <p>During the internal sharing sessions for all English teachers, experiences that are conducted to positive students' learning attitude and good performance will be disseminated in terms of (1) the teaching objectives set for the unit, (2) the design of unit plan that states how the teaching items are selected and arranged in order, (3) teaching strategies adopted, (4) the good and bad performance of students found on the tasks designed, and (5) the successful or unsuccessful experience generated from the practice.</p> <ul style="list-style-type: none"> ● After the internal sharing sessions, teachers teaching at different levels are encouraged to plan their teaching and design 			<p>confident enough to introduce to their peers why and how the activities or tasks should be carried out. (4) In case that the drafted reading / writing activities (or tasks) are turned down by other teachers or core members, they can modify them without going out of focus easily.</p> <ul style="list-style-type: none"> ● School-based Unit Plans which include (a) Resource Packages for teachers, (b) a supplementary booklet for students, and (c) teaching aids (e.g. flash cards) for teachers teaching the three target levels (P.4-P.6) will be worked out by core 		<p><u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u></p> <p>will be collected for analysis. After the try-out lessons, the strengths and weaknesses of students' performance on the tasks will be recorded and discussed at Evaluation Stage to be mentioned now.</p> <p><u>Evaluation Stage :</u></p> <ul style="list-style-type: none"> ● Evaluation meetings by core members with focuses on <i>Lesson analysis</i> and <i>Students' Performance</i> will be conducted once per unit. Data such as (1) the teaching objectives set for the unit, (2) the design of unit plan that states how the teaching items are selected and arranged in order, (3) teaching

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<p>tasks with reference to both “successful” and “unsuccessful” experiences generated at the three target levels. It is hoped that the practice can be beneficial to our school English language teaching.</p>			<p>members. A total of three units per term at each target level will be selected and the school-based unit plans for them will be prepared by the core members.</p> <p><u>Information about topics and lessons to be covered</u> : There are basically 6 units to be taught in each term at P.4—P.6. 3 out of 6 units will be selected as target units that core members will make (a) Resource Packages for teachers, (b) Supplementary Booklets for pupils, and (c) Teaching Aids. It is planned that Units 2, 4 and 6 in each term will be selected as the target units.</p>		<p><u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u></p> <p>strategies adopted, (4) the good and bad performance of students found on the tasks designed and (5) the “successful” and “unsuccessful” experiences generated from the practice can be collected and further generated as our “school-based key principles” for future reference purposes.</p> <ul style="list-style-type: none"> ● Also, the “key principles” will be presented to and shared with our school English teachers at the internal sharing session mentioned at the end in the Proposed Measure(s) on the left once a term.

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			<p>Each target unit should take up about 27-30 lessons which last about 3 teaching weeks (because there are 9 English lessons per week in our school). Therefore, Items (a), (b) and (c) for the six target units in a year will be devised.</p> <ul style="list-style-type: none"> ● <u>(a) Resource Packages :</u> In the packages, (i) reading tasks, (ii) writing tasks and (iii) other worksheets focusing the main teaching points of the unit (e.g. Vocabulary, Grammar, Structures), which will take learners' diversity into consideration, will be included. (iv) A suggested 		<p><u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u></p> <ul style="list-style-type: none"> ● Analysis of students' performance in test and examination will be done twice per term (<i>e.g. one after the test, one after the examination</i>) in each level. The analysis will basically focus on how well students can perform on the School-based Reading and Writing Skills Descriptors.

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			<p>unit plan will be prepared for teachers' reference.</p> <p><u>Descriptions of Quantities in (a) Resource Packages :</u> There will be 3 Resource Packages (covering 3 units) produced in each level in each term (totally 6 in a year)</p> <p>As the content of each Resource Package, the quantities of Items (i), (ii) and (iii) and (iv) are listed out as the minimum requirement as follows :</p>		

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			<ul style="list-style-type: none"> ● (i) Reading Task (x2) ● (ii) Writing Task (x2) ● (iii) Core Vocabulary List (x1) ● (iii) Vocabulary Use Worksheet (x2) ● (iii) Target Structure Worksheet (x2) ● (iii) Verb List (x1) ● (iii) Verb Form Worksheet (x2) ● (iv) Suggested Unit Plan (x2) 		

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			<p>The number in brackets (x2) indicated after each item means that there will be two versions produced : 1 is for the more able classes and 1 is for the less able classes. It is expected that students with different abilities can be benefitted in their learning. In addition, suggested answers will be prepared for teachers' reference.</p> <ul style="list-style-type: none"> ● <u>(b) A Supplementary Booklet</u> : It is basically a booklet piling up the devised reading tasks, writing tasks and other relevant worksheets (e.g. Vocabulary, Grammar, 		<p><u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u></p>

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			<p>Target Structures) for pupils. Different from the Resource Packages for teachers, the suggested unit plan and other teaching aids (e.g. flash cards) will not be included.</p> <p><u>Descriptions of Quantities in (b) Supplementary Booklet :</u></p> <p>Students in more able classes and less able classes will each be given 3 Supplementary Booklets, each of which covers 1 selected unit. There will be totally 3 Booklets given to students in each term</p>		<p><u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u></p>

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			<p>(totally 6 in a year).</p> <p>As content of Supplementary Booklet, the quantities of the items (i), (ii), and (iii) are listed out as <u>the minimum requirement</u> as follows :</p> <ul style="list-style-type: none"> ● (i) Reading Task (x1) ● (ii) Writing Task (x1) ● (iii) Core Vocabulary List (x1) ● (iii) Vocabulary Use Worksheet (x1) ● (iii) Target Structure Worksheet (x1) ● (iii) Verb List (x1) 		<p><u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u></p>

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			<ul style="list-style-type: none"> ● (iii) Verb Form Worksheet (x1) <p>Different from the Resource Packages which are for teachers' reference purpose, unit plans <u>will not</u> be included in Supplementary Booklets for students.</p> <p><u>Remarks (for (a) Resource Packages and (b) Supplementary Booklets) :</u></p> <p>It must be emphasized that the quantities of the worksheets listed out in</p>		<p><u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u></p>

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			<p>both Resource Package and Supplementary Booklets above are of the basic and minimum requirement only. In case that the core members or other teachers in charge of P.4-P.6 find that it is necessary to devise more worksheets, it is always welcomed to do so.</p> <p>Besides the Supplementary Booklets, students from P.4 to P.6 will keep on using the 2 workbooks named “Pre-task Language” and “Grammar Practice”. Core members and the teachers</p>		

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			<p>teaching P.4 to P.6 will have the responsibility to select or modify the most suitable exercise for students to complete in order to facilitate their teaching and learning.</p> <p><u>(c) Teaching Aids</u> : The teaching aids for each selected unit include a set of flash cards of the target vocabulary items and sentence strips of the target structures. Materials for the teaching activities planned will be included if necessary.</p>		

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			<p><u>Descriptions of Quantities in (c) Teaching Aids for Teachers :</u></p> <p>There will be 4 sets of Teaching Aids produced for each selected unit in each level.</p> <p>As the content of Teaching Aids for each selected unit, (i) flash cards of the target vocabulary items must be included. The quantities of flash cards depend on the number of the target vocabulary items selected and compromised by both</p>		<p>Methods of progress-monitoring and evaluation</p> <p><u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u></p>

Proposed measure(s)	Grade level	Time scale (month / year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation <u>Records of meetings of all the relevant proposed measures supported by EEGS in this proposal should be made and kept by school</u>
			<p>core members and the teachers teaching P.4-P.6 at the meeting. Besides, (ii) sentence strips for teaching target structures will be included as well.</p> <p>Both flash cards and sentence strips will be ready in each set of teaching aids for each selected unit.</p>		

(E) Budget and cash flow *(Please provide a breakdown of the costs for each measure per school year)*

Proposed measure(s)	Estimated cost				
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		Sub-total
Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)		
Employ a supply teacher \$19,945x 1.05 (MPF) x 12 months x 2 years = \$ 502,614 (including MPF)	\$250,000	\$1,307 (Expanded Subject and Curriculum Block Grant)	\$250,000	\$1,307 (Expanded Subject and Curriculum Block Grant)	\$ 500,000
Total :	\$250,000	\$1,307	\$250,000	\$1,307	\$500,000